



Fundamentals of CCDF Administration

The Fundamentals of CCDF Administration (Fundamentals) is a comprehensive, interactive resource for Child Care and Development Fund (CCDF) Administrators that is designed to help Lead Agencies learn the basics of administering the CCDF program.

The Fundamentals training PowerPoint slide deck is the first of four resources that will be posted to support CCDF Lead Agencies and Administrators. Additional resources that will be available in FY 2017 include a web-based resource guide, and two interactive learning modules.

The Fundamentals was created for CCDF Administrators as the primary audience, in particular for those individuals who are new to their positions. The contents are also applicable to Lead Agency staff who need a base understanding of the implementation of the Child Care and Development Block Grant (CCDBG) law and CCDF Final Rule.

Please contact your regional office if you have questions about the Fundamentals training PowerPoint or if you need training regarding the components and requirements of CCDF.

As you will see on the following table of contents, the Fundamentals is organized around the eight sections of the CCDF Plan, with an introduction to the CCDF leading off the presentation.

January 2017



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- Establish Standards and Monitoring Processes to Ensure the Health and Safety of Children in Child Care Settings
- Recruit and Retain a Qualified and Effective Child Care Workforce
- Supporting Continuous Quality Improvement
- Ensure Grantee Program Integrity and Accountability



Welcome to Fundamentals of CCDF Administration





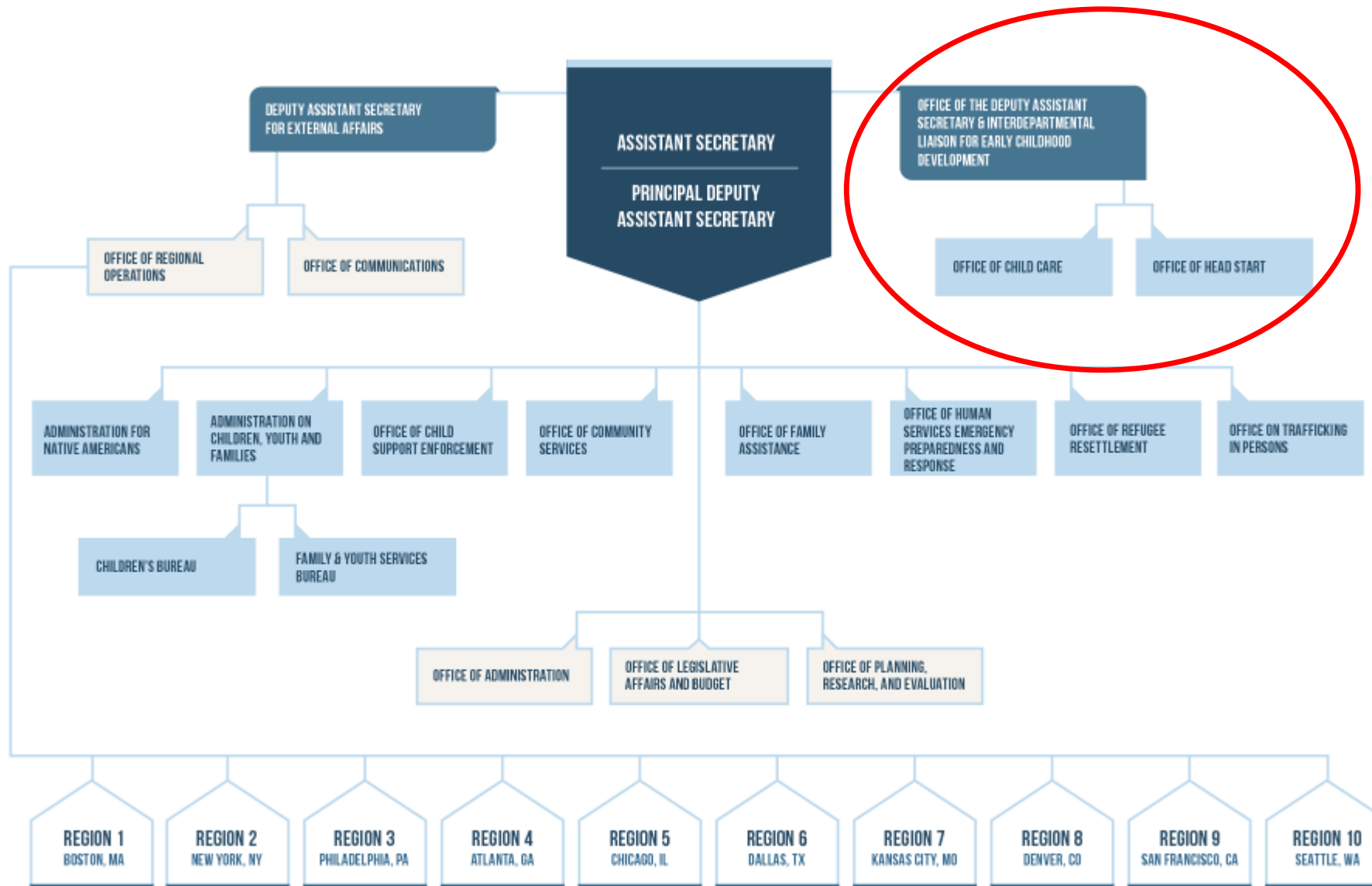
Introduction to the Child Care and Development Fund (CCDF)

- What is CCDF?
- What's the difference between CCDBG (Child Care and Development Block Grant) and CCDF?
- How is CCDF administered at the federal level?
- Who is the Office of Child Care?
- What entities have a CCDF grant?



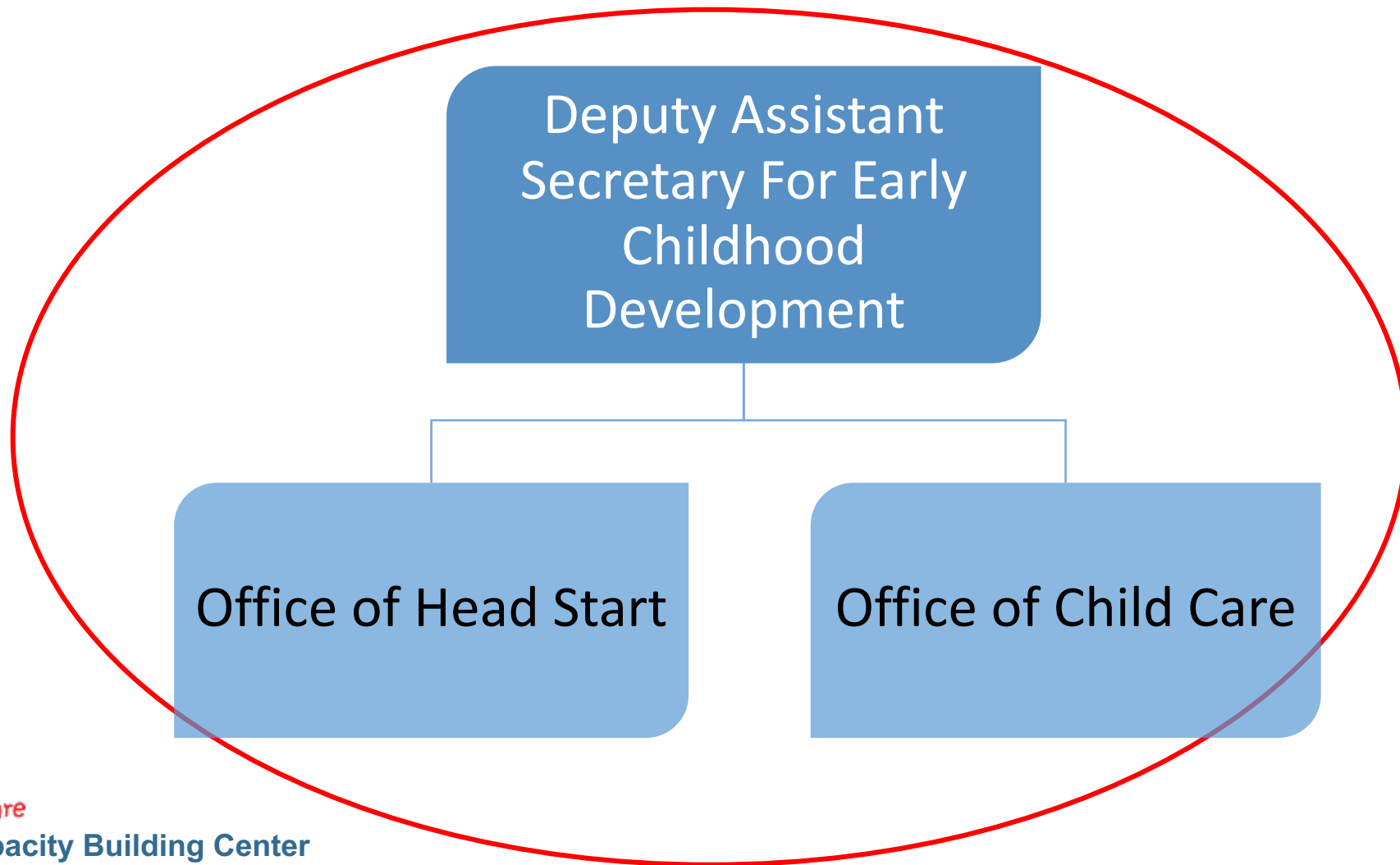


Administration for Children and Families (ACF) Organizational Structure



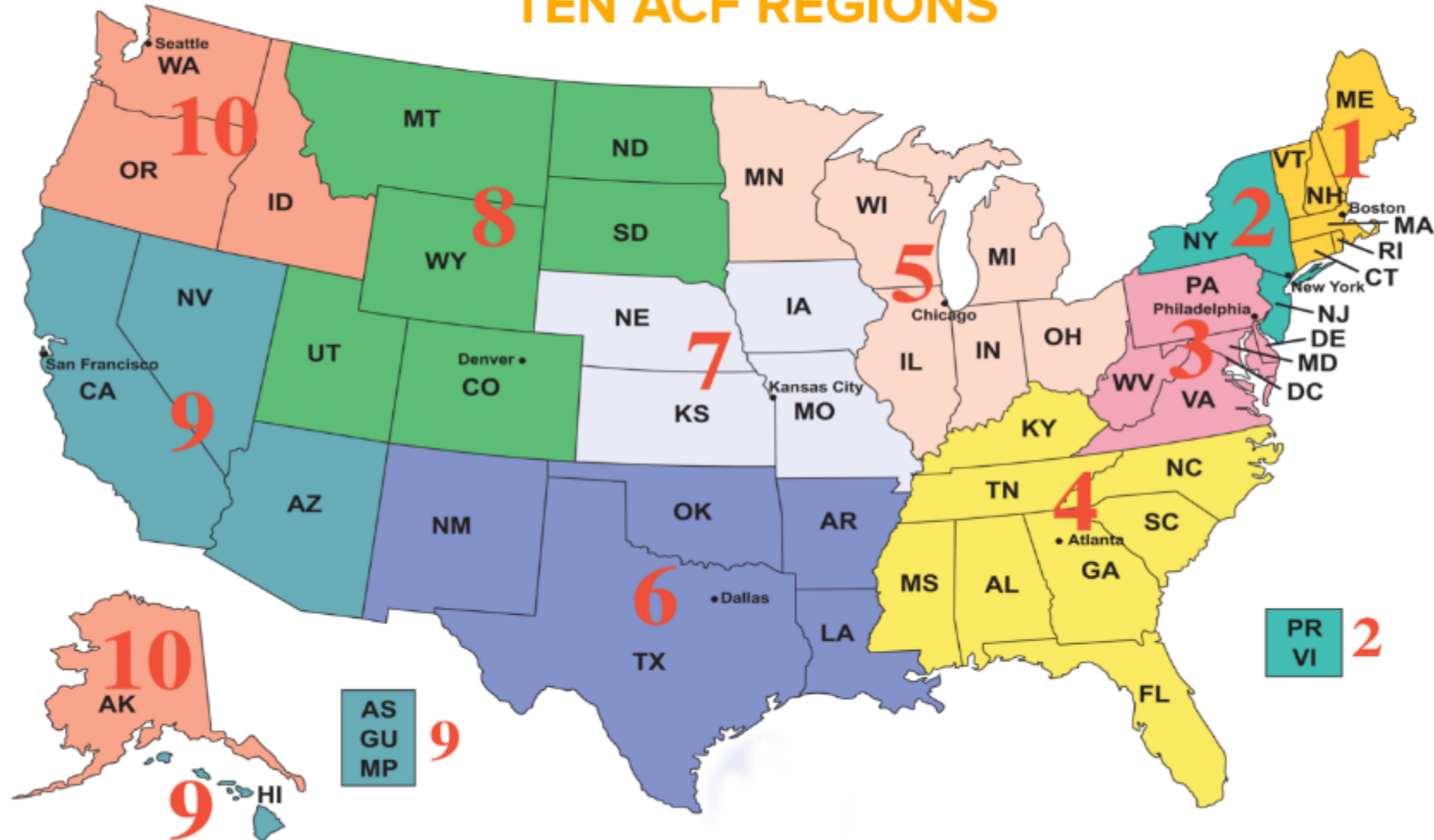


ACF Organizational Structure (cont.)





TEN ACF REGIONS





Lead Agency Responsibilities

The Lead Agency is responsible for administering the CCDF program and has the authority to:

1. administer and implement programs;
2. maintain its overall responsibility for CCDF child care programs;
3. serve as the single point of contact for all child care issues; and
4. develop and administer the CCDF Plan.





CCDF Administrator Relationships and Responsibilities





- What is CCDF reauthorization?
- What is the CCDF Final Rule?
- Where do I get more information about what CCDF reauthorization requires?





How Goals and Purposes of CCDF Changed with Reauthorization

Original Goals (Child Care and Development Block Grant Act of 1990)

1. To allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within such State

2. To promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs

3. To encourage States to provide consumer education information to help parents make informed choices about child care

4. To assist States in providing child care to parents trying to achieve independence from public assistance

5. To assist States in implementing the health, safety, licensing, and registration standards established in State regulations

6.

7.



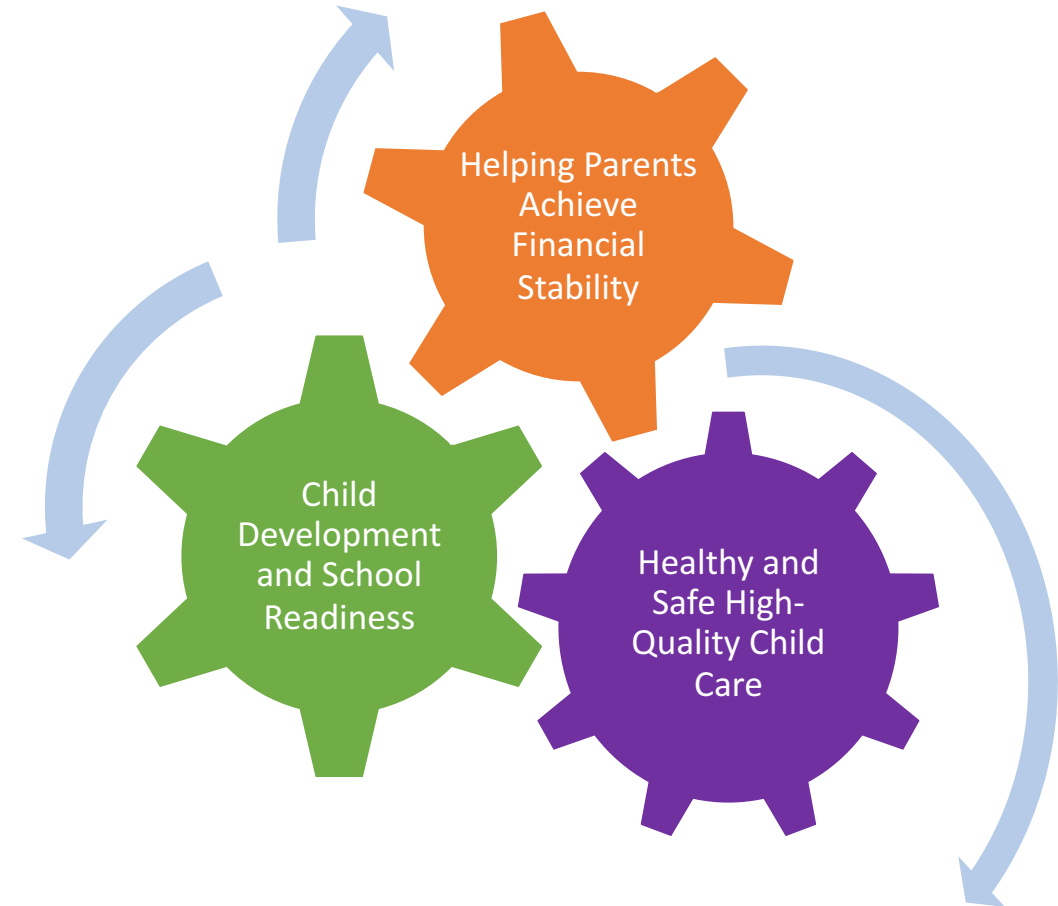
Purposes (Child Care and Development Block Grant Act of 2014)

1. To allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within *that* State
2. To promote parental choice to empower working parents to make their own decisions *regarding* the child care *services* that best suit their family's needs
3. To encourage States to provide consumer education information to help parents make informed choices about child care *services and to promote involvement by parents and family members in the development of their children in child care settings*
4. To assist States *in delivering high-quality, coordinated early childhood care and education services to maximize parents' options and support* parents trying to achieve independence from public assistance
5. To assist States *in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards established in this subchapter and in State law (including State regulations)*
6. *To improve child care and development of participating children*
7. *To increase the number and percentage of low-income children in high-quality child care settings*



CCDBG Reauthorization

- How does the new law make child care more healthy, safe, and of high quality?
- How will the new law support child development and school readiness?
- How will the new law help low-income parents achieve financial stability?





How does the new law make child care more healthy, safe, and of high quality?

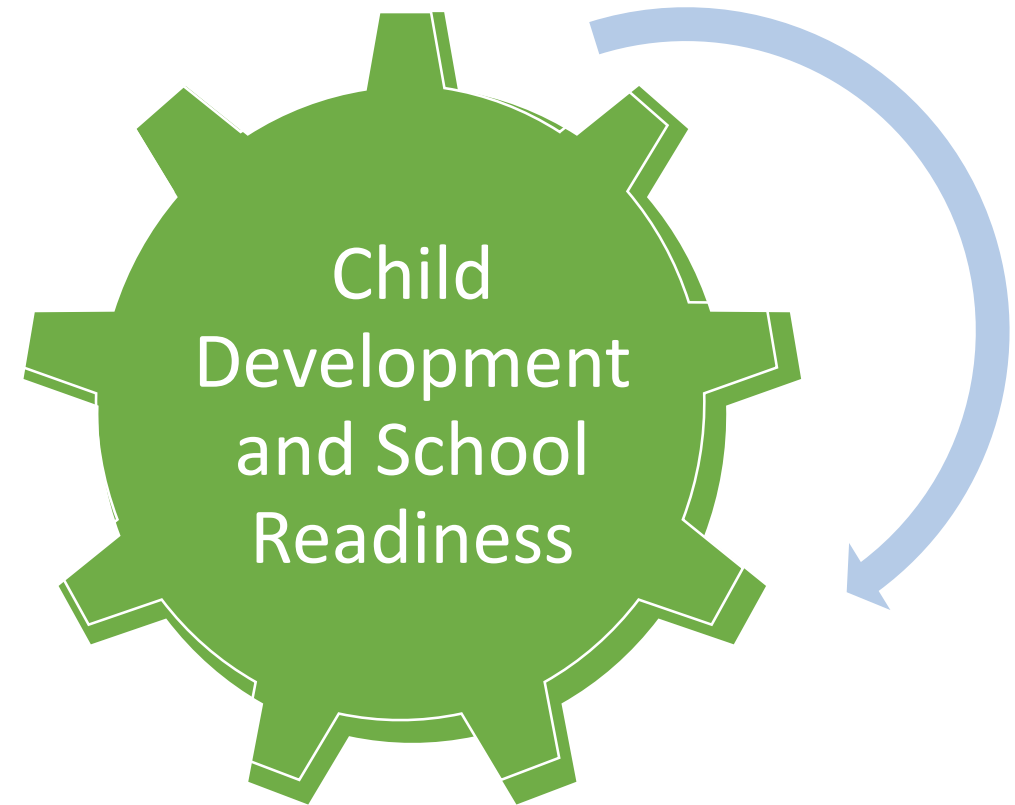
- Establishes **minimum** standards, training, and monitoring requirements
- Requires all States to use the same comprehensive background checks
- Requires professional development for teachers and staff
- Establishes a goal to increase the number and percentage of low-income children in high-quality child care settings
- Targets funding for quality improvements





How will the new law support child development and school readiness?

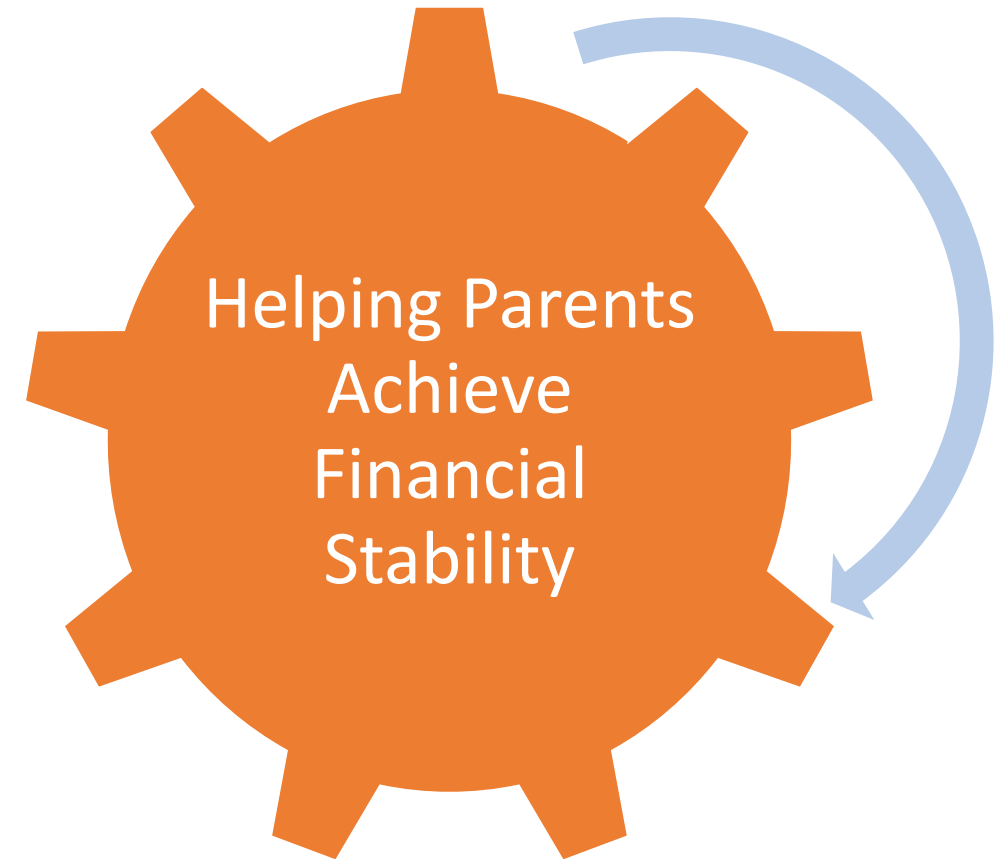
- Professional development for providers on childhood development and behavioral challenges
- Consumer education for parents on choosing child care and accessing services
- Collection and sharing of information on child development, family engagement, developmental screenings, and quality child care





How will the new law help low-income parents achieve financial stability?

- Provides minimum 12-month eligibility despite temporary changes in work, training, or education status, as long as income is below 85 percent of the State Median Income (SMI)
- No undue disruption of parents' employment in order to maintain eligibility
- Adoption of processes that consider fluctuations in earnings





Relationship Between Law, Rule, and Plan





CCDF Leadership and Coordination

Family Engagement

Stable Child Care Financial Assistance

Equal Access to High-Quality Child Care

Ensure Health and Safety

Recruit and Retain a Qualified Workforce

Support Continuous Quality Improvement

Ensure Grantee Accountability



Section 1. Defining CCDF Leadership





Consultation on the Development of the Plan





Coordination of Services





**Consultation on
CCDF Plan**



**Access to
training and
professional
development**



**Coordination to
increase access
to and
continuity of
care**



**Leveraging
existing child
care to increase
the supply and
quality of child
care services**



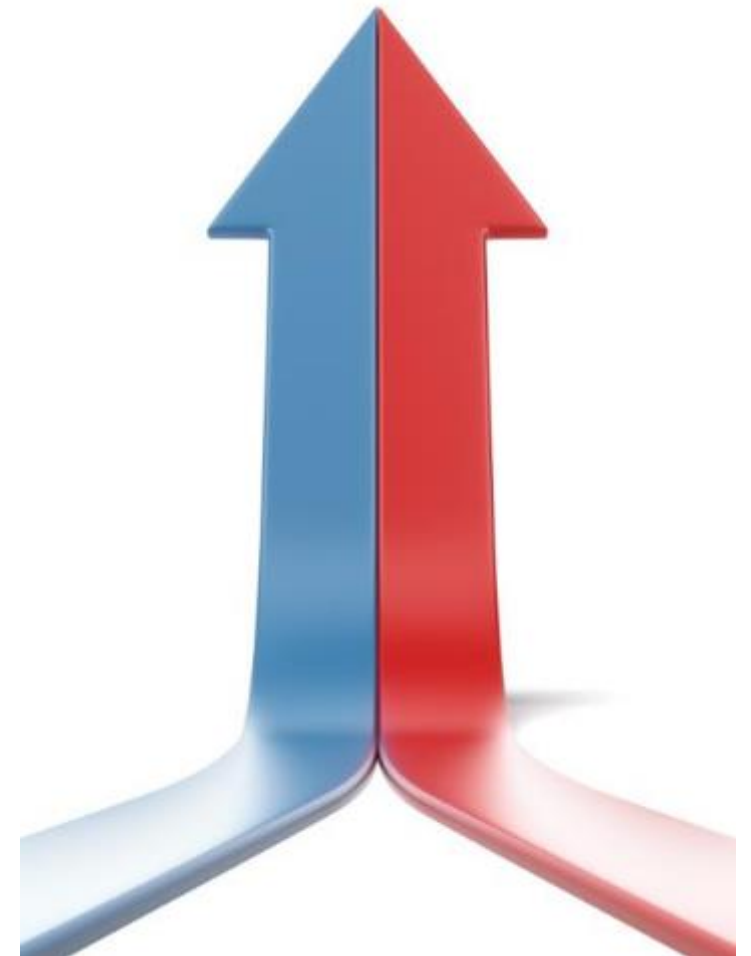
Coordination between State and Tribal Organizations



Expanding Accessibility and Continuity of Care through Coordination of Services

Coordination can help States provide

- full-day and full-year services;
- improved quality of services;
- smooth transitions;
- comprehensive services; and
- increased supply of quality care for vulnerable populations.





Child Care Resource and Referral (CCR&R) Services



- Engage families with consumer education on child care options and quality as well as information about child care financial assistance (subsidy)
- Engage child care providers to identify the availability of child care
- Provide training and technical assistance for child care providers
- Promote and assist child care providers to meet higher quality



Emergency Preparedness and Response

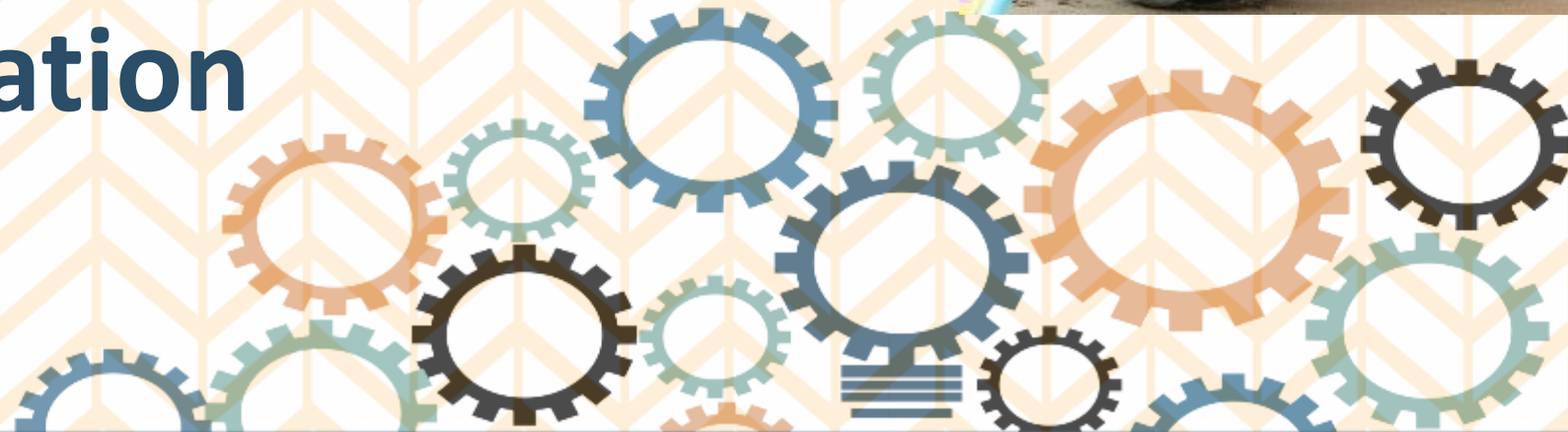
Planning and preparation for emergency and disaster are important for these reasons:

- Minimizes the likelihood of injuries and death of children
- Minimizes trauma and can promote resilience in children and adults, as well as promote continuity of care
- Reduces revenue lost and child care provider liability
- Child care is a vital service to the community; the speed at which child care is able to recover speeds the overall recovery of the community





Section 2. Promoting Family Engagement through Outreach and Consumer Education





Who is the target audience for this consumer education information?





Three Key Areas of Information

Child Care

- Provider specific information on:
 - Available child care
 - Monitoring and inspection reports
 - Quality indicators, if available

Other Programs

- Temporary Assistance for Needy Families
- Head Start and Early Head Start
- Low Income Home Energy Assistance Program
- Supplemental Nutrition Assistance Program
- Women, Infants, and Children
- Child and Adult Care Food Program
- State Children's Health Insurance Program
- Individuals with Disabilities Education Act supports

Child Development Information

- Research and best practice
- Social-emotional health of children
- Positive behavioral intervention
- Expulsion policies for preschool children
- Information on developmental screenings



What Is Childcare.gov?

The purpose of childcare.gov is to disseminate publicly available child care consumer education information to families and to help families access safe, quality child care services in their communities, with a range of price options to best suit their needs.

[45 CFR 98.33(e)]



Consumer Education Resources



The screenshot shows the Early Educator Central website. At the top, there is a navigation bar with links to the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care, and Office of Head Start. Below this is a search bar and a row of social media icons. The main header features the Early Educator Central logo, which includes a heart and a gear, and the text "Pathways to Credentials and Degrees for Infant-Toddler Educators". A dark blue navigation bar contains links to Home, Coursework, Career Pathways, Teaching Supports, System Supports, and Spread the Word. The main content area is divided into two columns. The left column features a green box titled "Health and Safety Training Infographic" with a bar chart icon. Below this is a paragraph about the importance of relationships in early learning, followed by a photo of three young children. The right column contains three white boxes with icons and text: a gear icon for "Here you'll find all of our resources organized by your career path.", a document icon for "Explore teaching supports such as a free on-line observation tool.", and a magnifying glass icon for "Build the infant-toddler career pathway with essentials such as the PD System Cost Analysis Tool and model Articulation Agreements." At the bottom, a green bar contains a video icon and the text "Inspire infant-toddler educators to gain degrees and credentials.", along with two buttons: "SHARE OUR VIDEO" and "COMPARTAR NUESTRO VIDEO".

U.S. Department of Health & Human Services Administration for Children & Families Office of Child Care Office of Head Start

SEARCH

Early Educator Central
Pathways to Credentials and Degrees for Infant-Toddler Educators

Home Coursework Career Pathways Teaching Supports System Supports Spread the Word

Health and Safety Training Infographic

Relationships with the important people in a baby's life build the architecture of the infant's brain. Responsive teachers help to create and strengthen the brains of babies and toddlers. If you're all about high quality infant-toddler early learning, here's how Early Educator Central can help.

Here you'll find all of our resources organized by your career path.

Explore teaching supports such as a free on-line observation tool.

Build the infant-toddler career pathway with essentials such as the PD System Cost Analysis Tool and model Articulation Agreements.

Inspire infant-toddler educators to gain degrees and credentials.

SHARE OUR VIDEO COMPARTAR NUESTRO VIDEO



Sharing Consumer Education Information



Communication should be

- easy to understand;
- consumer friendly;
- free;
- easily accessible;
- simple to navigate;
- searchable; and
- effective at addressing the needs of families with limited English proficiency.



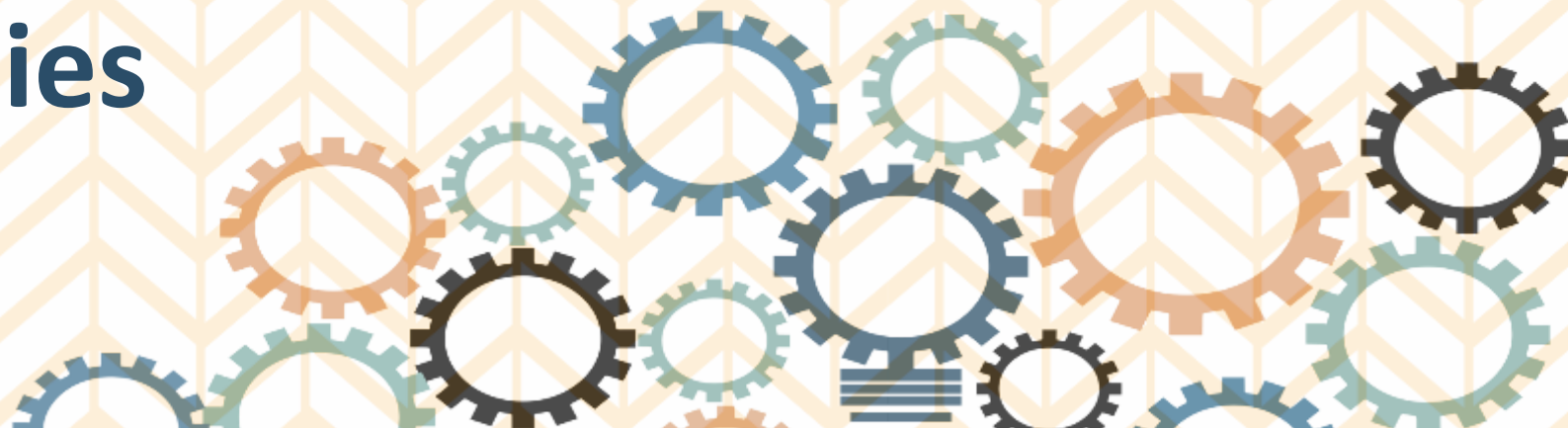
Components of Consumer Education Website

Components	Details
State Policies and Procedures	<ul style="list-style-type: none">• Process for licensing, monitoring and inspections of providers, and background checks (including offenses that would prevent an individual from being a provider)
Provider-specific Information	<ul style="list-style-type: none">• Localized list of providers, including licensing status• Quality of child care providers (if available)• Results of monitoring and inspection reports, in plain language
Aggregate Annual Data	<ul style="list-style-type: none">• Number of deaths and serious injuries for each provider category and licensing status• Number of instances of substantiated child abuse in child care settings
Referrals	<ul style="list-style-type: none">• Referrals to local CCR&Rs
Contact Information	<ul style="list-style-type: none">• Directions on how parents can contact the Lead Agency (or a designee) to help them understand the website

[45 CFR 98.33(a)]

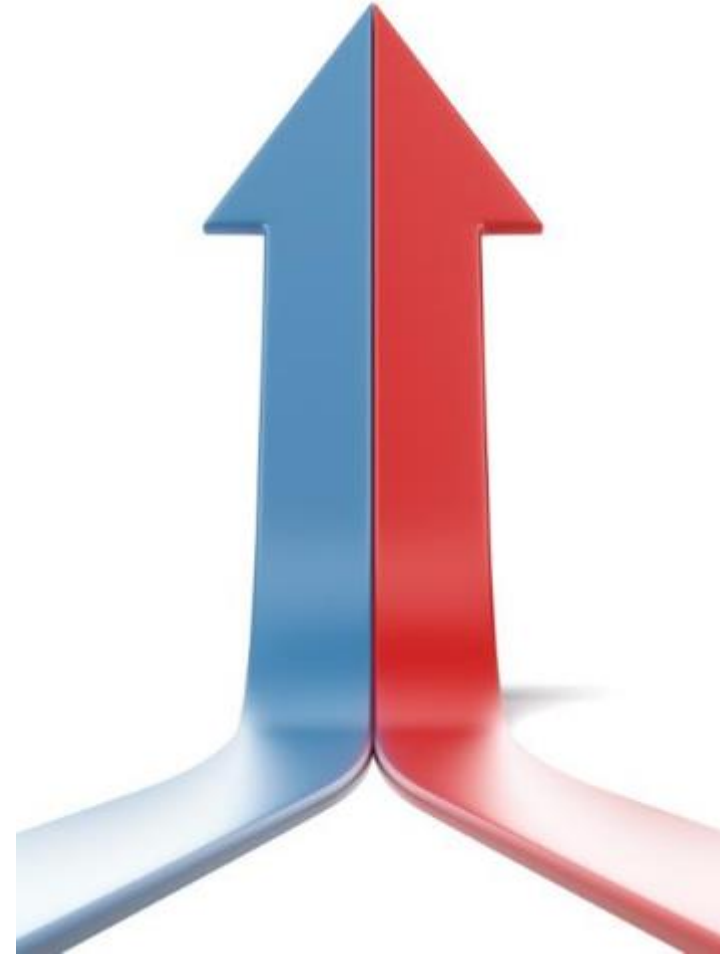


Section 3. Providing Stable Child Care Financial Assistance to Families





Expanding Accessibility and Continuity of Care through Coordination of Services





How Subsidy Works



**Eligible
parent**



**Eligible
child**



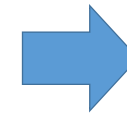
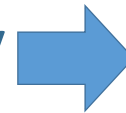
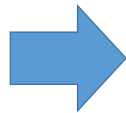
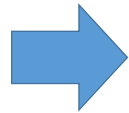
**Certificates/
Vouchers
and family
contribution**



**Eligible
Provider**



**Provider and
child**





Increasing Access for Vulnerable Children and Families



Priority Group

- Children with special needs
- Children in families with very low incomes
- Children experiencing homelessness



Vulnerable, at risk, and underserved

- Children defined under protective services
- Other populations identified in the CCDBG Act



Serving Children Experiencing Homelessness



Families experiencing homelessness are supported in accessing subsidy in a number of ways:

- Use of McKinney-Vento definition—aligns with Head Start and U.S. Department of Education
- Priority for services
- Grace period on immunizations
- Protective services
- Training and technical assistance to child care providers
- Conducting outreach to ensure families who are homeless have access to care

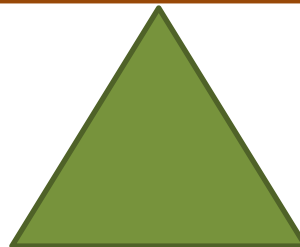


Continuity of Care



Stable Child Care Financial Assistance for
Families

Continuity of Care for Children





Protection for Working Families



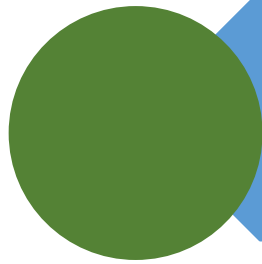


Section 4. Ensuring Equal Access to High-Quality Child Care for Low-Income Children

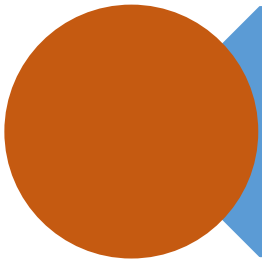




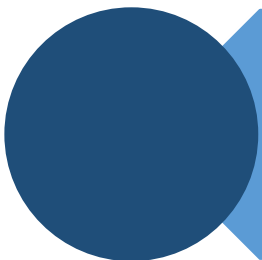
Child Care Options



Center-Based Care



Family Child Care



In-Home Child Care



Child Care Options (cont.)

- Parents choose a provider that meets their needs and preferences
- Parents must have access to their children and to providers
- Resources to find a child care provider include
 - word of mouth;
 - national website;
 - local CCR&R; and
 - state or territory consumer education and monitoring information.
- All providers must be monitored to ensure that they meet minimum CCDF health and safety requirements
- States and Territories may set additional requirements



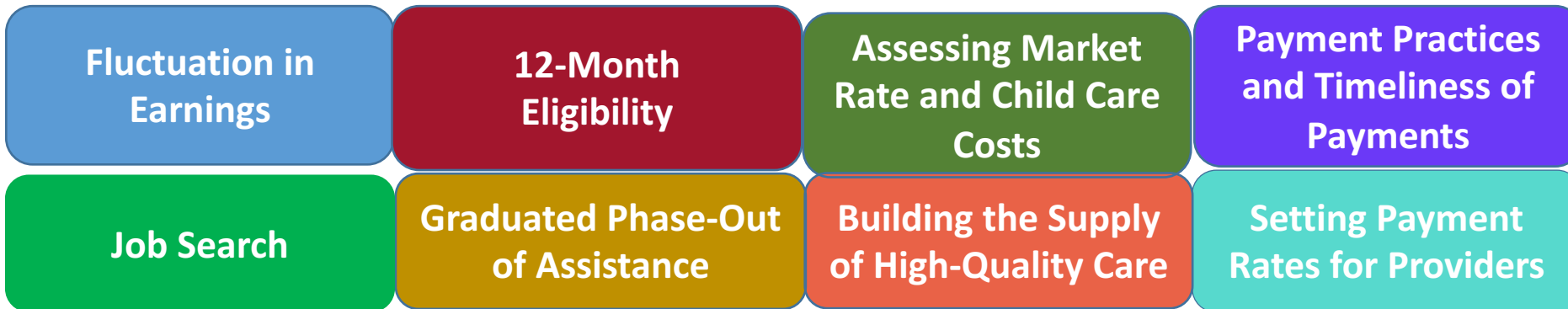


Protection for Working Families





Increasing Access to High-Quality Child Care for Low-Income Children



Stable Child Care Financial Assistance for Families

Continuity of Care for Children





Section 5. Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings





Definition of Licensing

Licensing is a process administered by state and territory governments, as well as some tribes, that sets a baseline of requirements below which it is illegal for facilities to operate.

Licensing includes

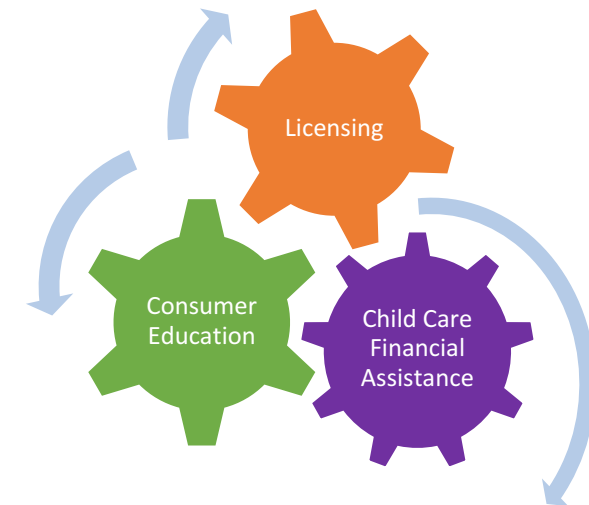
- standards for health and safety; and
- processes for monitoring whether programs meet those standards.





Examples of Licensing Exemptions

- Providers caring for their own relatives
- School-age programs operated by public schools
- Programs operated by religious organizations
- Family child care providers (typically serving three or fewer unrelated children)





Standards Required For Providers Receiving CCDF

Child-Provider Ratios and Group Sizes



Qualifications for Providers





Content Areas for Health and Safety Standards that Must Be in Place for CCDF Providers

Prevention and control of infectious diseases (including immunization)

Sudden Infant Death Syndrome and use of safe sleep practices

Prevention of exposure and response to food allergies

Administration of medication

Precautions in transporting children (if applicable)

Storage of hazardous materials and bio contaminants

Prevention of shaken baby syndrome and abusive head trauma

Building and physical premises safety

Emergency preparedness and response planning

First aid and CPR

Recognition and reporting of child abuse and neglect

Optional Areas – see next slide



Content Areas for Health and Safety Standards that Must Be in Place for CCDF Providers (cont.)

OPTIONAL Areas:

Nutrition (including age-appropriate feeding)

Access to physical activity

OPTIONAL Areas:

Caring for children with special needs,

Other Lead Agency-determined subject area



Health and Safety Trainings

OCC Website

Program Instruction: CCDF-ACF-PI-2015-09

Published: December 17, 2015

Categories: [Child Care Development Fund \(CCDF\) Reporting](#)

Topics: [States/Territories](#)

Types: [Program Instructions](#)

SHARE



ACF

Administration for Children and Families

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

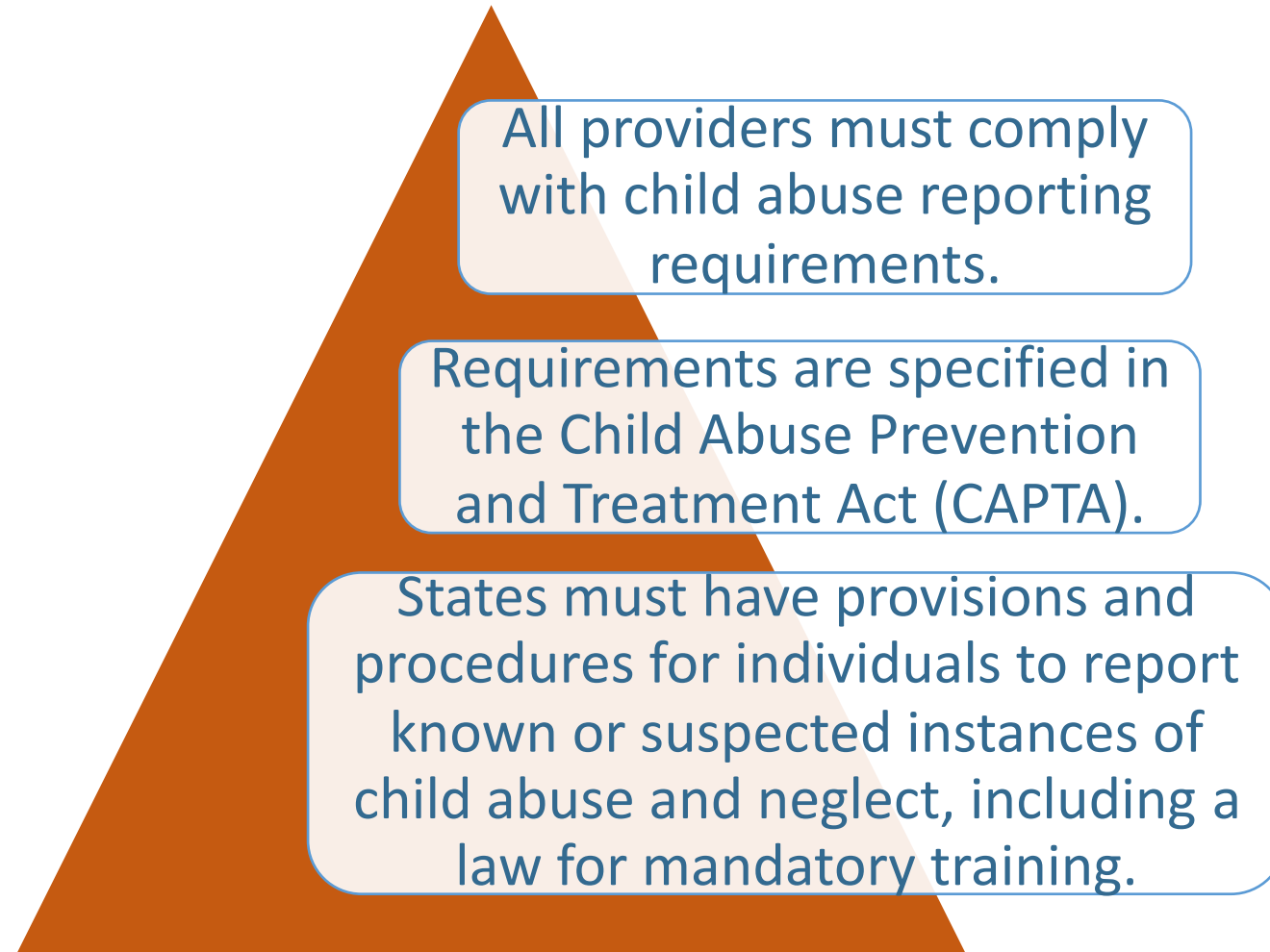
1. **Log No:** CCDF-ACF-PI-2015-09
2. **Issuance Date:** December 17, 2015
3. **Originating Office:** Office of Child Care
4. **Key Words:** Child Care and Development Fund (CCDF) FY 2016-2018 Plan Extension, Child Care and Development Block Grant (CCDBG) Act

...Effective Dates...

- Where the Act does not specify a date, the new requirements became effective upon the date of enactment and States and Territories had until September 30, 2016, to implement the new statutory requirement(s)
- This means that **all** new and existing caregivers and teachers were required to meet these training requirements by this date
- Most States and Territories are under a corrective action plan until September 30, 2017



Child Abuse Reporting





Monitoring Visits for All Providers Serving CCDF Children

Policies to Monitor and Enforce Compliance – Health and Safety

Inspections for Licensed *and* License-Exempt Providers

**Licensing Inspectors
(Qualified and Trained)**

**Posting Results of Monitoring
and Inspection Reports on Website**



Licensing Inspectors

Qualified licensing inspectors with appropriate caseloads

- Qualified, with training in related health and safety requirements
- Appropriate ratios to ensure that visits occur in a timely manner





Posting Results of Monitoring and Inspection Reports

- Electronic form
- Organized by provider type
- Results of monitoring and inspection reports
 - Last date of inspection
 - If applicable, results of corrective action taken



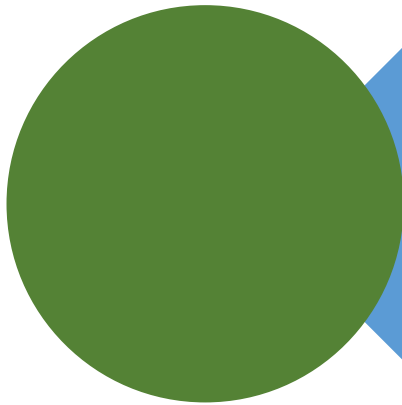


Criminal Background Checks

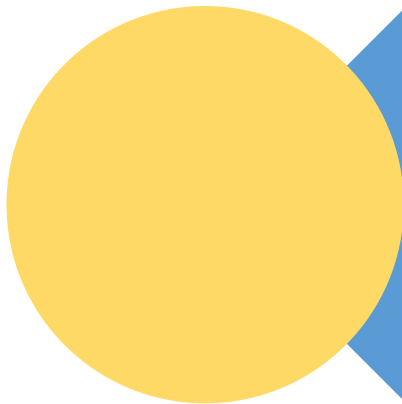
- Requirement applies to all licensed, regulated, and registered providers regardless of whether they serve CCDF children
- Includes prospective staff members of child care providers
- Prohibits the employment of child care staff who do not meet federal, state, or territory background check requirements
- Requirements must be posted on a Lead Agency's website



Provider Definitions Related to Criminal Background Checks



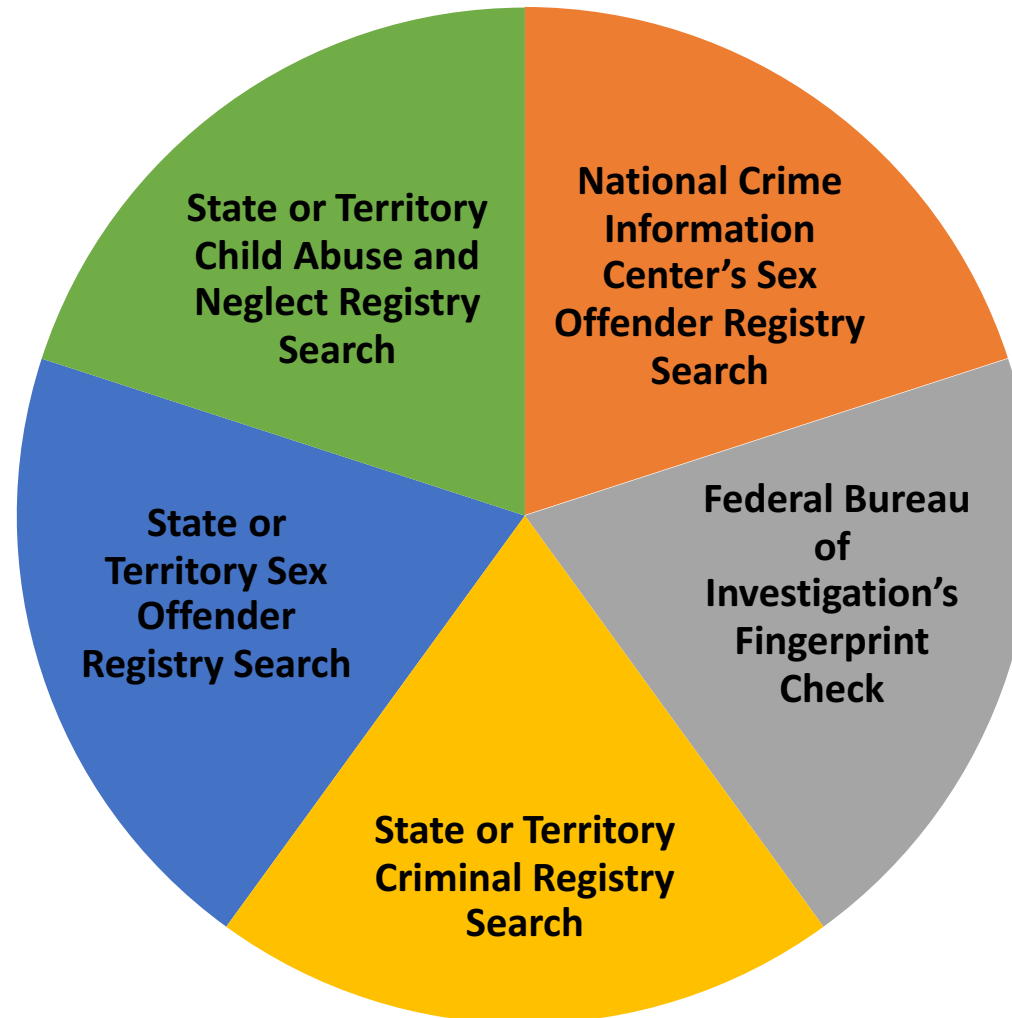
Child Care Provider



Child Care Staff
Member



Components of Criminal Background Checks





Additional Criminal Background Check Requirements

- ➔ Frequency of Checks
- ➔ Disqualifying Crimes
- ➔ Privacy Requirements
- ➔ Appeals Process
- ➔ Costs
- ➔ Implementation Deadlines



Health and Safety Provisions Summary

Provision		PROVIDERS/SETTINGS				INDIVIDUALS			
(Note: At Lead Agency option, relative providers may be exempted from health and safety requirements.)		Licensed CCDF (FCC & Center)	License-Exempt CCDF (FCC & Center)	CCDF care in the child's home	Licensed non-CCDF FCC & Center	Teachers & Care-givers	Directors	Other non-caregiver staff	Adults with unsupervised access to children
Background Checks		•	•	•	•	•	•	•	•
H & S Training ¹ (pre-service/orientation & on-going)		•	•	•		•	•		
Monitoring	Annual Monitoring	• ²	•	• ³					
	Pre-inspections	•							
	Posting results of monitoring and inspection reports	•	•	•	•				

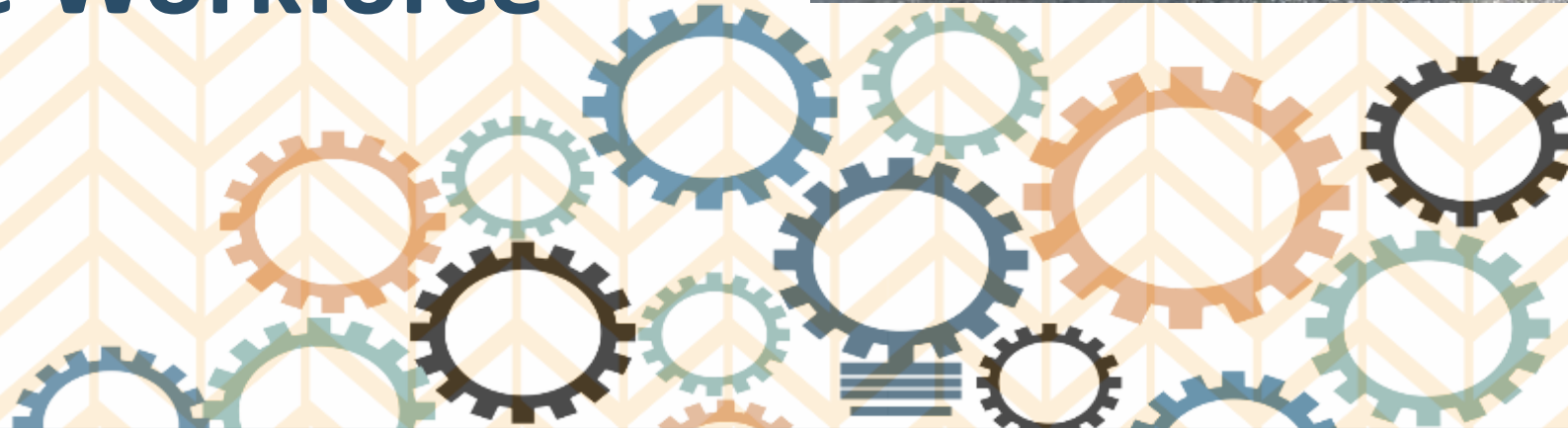
¹ Applies to teachers, caregivers, and directors.

² Must be unannounced.

³ The Final Rule gives Lead Agencies the option of developing alternate monitoring requirements appropriate to an in-home setting.

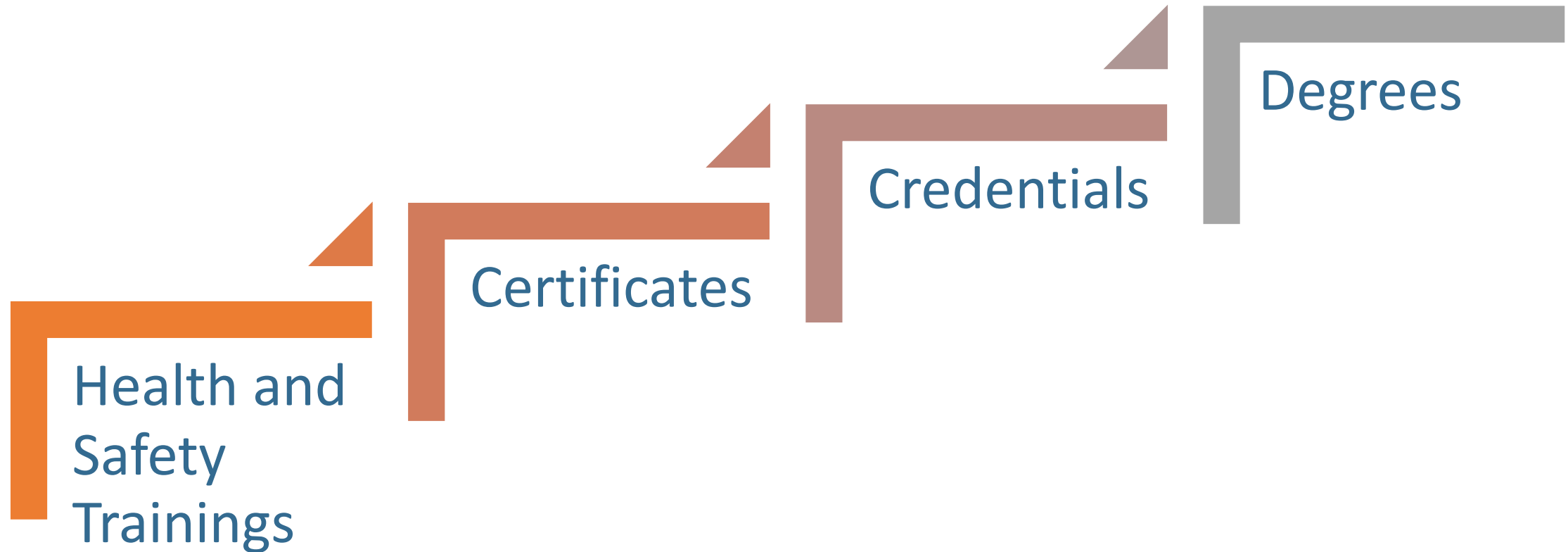


Section 6. Recruit and Retain a Qualified and Effective Child Care Workforce





Early Childhood Career Ladder





Training and Professional Development Systems Requirements

States and Territories must ensure that training and professional development

are conducted on an ongoing basis,

provide for a progression of professional development,

reflect current research and best practices,

are developed in consultation with the State Advisory Council,

align with the State's training framework that includes ongoing professional development that does the following:

- **maintains and updates health and safety standards,**
- **incorporates the knowledge and application of Early Learning and Developmental Guidelines,**
- **incorporates social-emotional behavioral intervention and support models, and**
- **is appropriate to a diverse population of children, to the extent practicable.**



Professional Development System Reminders

Training and professional development are accessible to Indian Tribes and Tribal organizations receiving CCDF assistance.

Training and professional development should be designed to meet the needs of diverse populations of children (and their providers) in your State or Territory.



Early Learning and Developmental Guidelines Alignment Efforts

across age groups • within age groups • across curriculum and assessment

Birth to 3 years

- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Cognition
- Perceptual, Motor, and Physical Development



Preschool

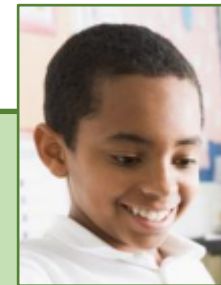
- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Literacy
- Mathematics Development
- Scientific Reasoning
- Perceptual, Motor, and Physical Development



Kindergarten

(Will vary by state)

- Social Studies
- Arts
- English Language Arts
- Mathematics
- Science
- Health
- Physical education





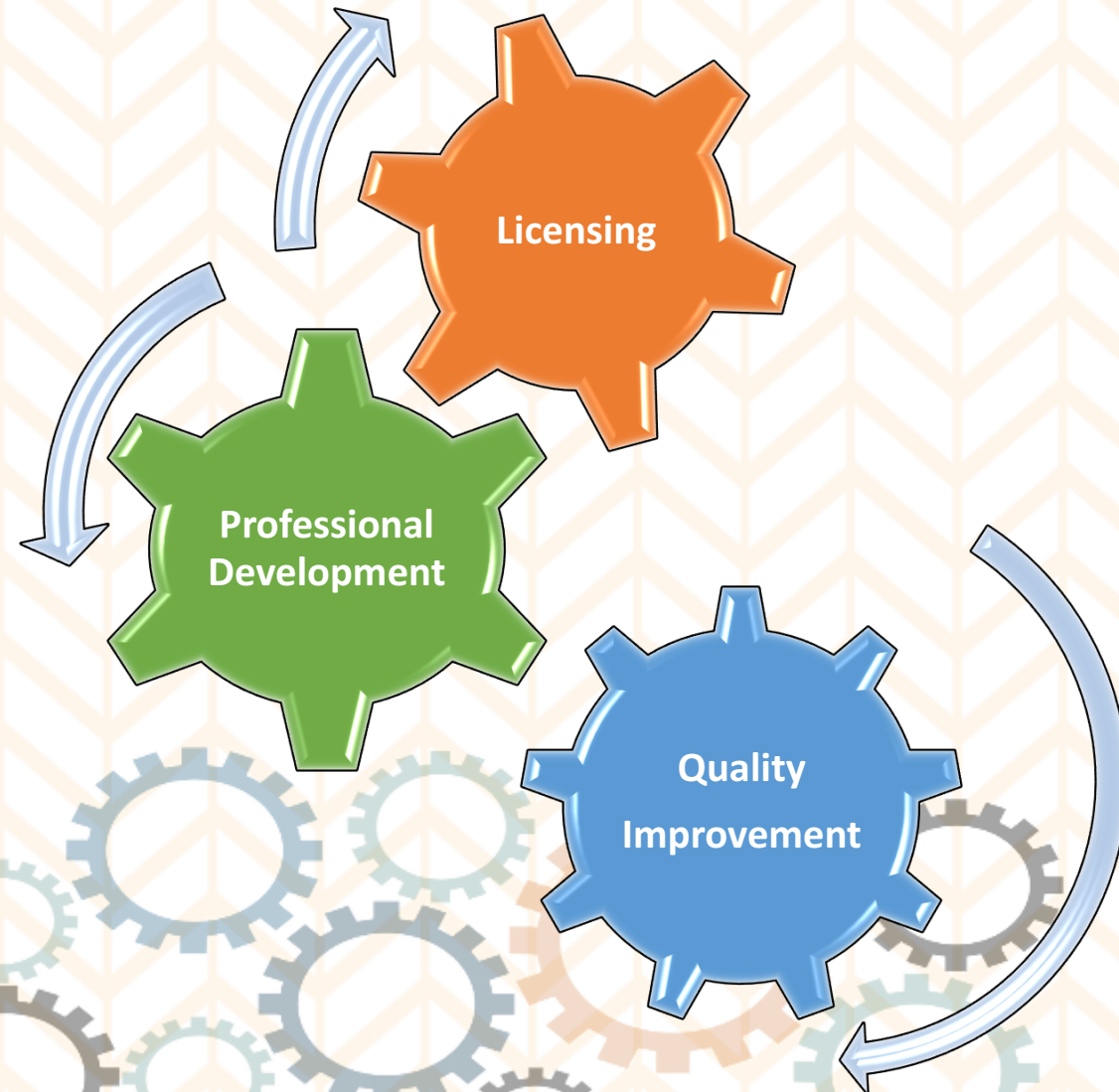
Final Thoughts on Professional Development

- Early Learning and Developmental Guidelines requirements
- Early Learning and Developmental Guidelines documentation
- Professional development system connections





Section 7. Supporting Continuous Quality Improvement





Focus on Quality Improvement

Federal Fiscal Year	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020 (& ongoing)
% Quality Set-aside	7%	7%	8%	8%	9%
% Infant & Toddler Set-aside	--	3%	3%	3%	3%
Total % Quality Set-aside	7%	10%	11%	11%	12%



Options for Quality Activities

Training and professional development

Early Learning and Developmental Guidelines

Tiered quality rating and improvement system

Improving the supply and quality of child care for infants and toddlers

Child care resource and referral system

Facilitating compliance with state health and safety requirements

Evaluating and assessing the quality and effectiveness of child care programs

Supporting accreditation

Additional high-quality program standards

Other activities to improve the quality of child care services



Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

High-quality community- or neighborhood-based family and child development centers

Community- or neighborhood-based family child care networks

Training and professional development on infant and toddler development

Coaching or technical assistance from a statewide network of qualified infant/toddler specialists

Coordinating with early intervention specialists

Developing infant/toddler components within the QRIS

Developing infant/toddler components in state licensing regulations

Developing infant/toddler components in Early Learning and Developmental Guidelines

Giving parents access to consumer information about high-quality infant/toddler care

Other activities to improve the quality of infant/toddler care in the State



Establishing or Expanding a Statewide System of Child Care Resource and Referral Services

Provide parents with consumer education

Work directly with families receiving CCDF assistance

Collect data and provide information on coordination of services and supports

Collect data and provide information on the supply of and demand for child care

Establish partnerships to increase supply and quality of child care

Coordinate activities with state and local Lead Agencies



Section 8. Ensure Grantee Program Integrity and Accountability





CCDF Administrator's Role in Accountability





CCDF Funding

Discretionary	Mandatory	Matching	Maintenance of Effort (MOE)
<ul style="list-style-type: none"> • 100% Federal • Proportional formula based on the following: <ul style="list-style-type: none"> – Children under age 5 – Children receiving free or reduced lunch – Three-year average per capita income • Temporary Assistance for Needy Families transfers • No match requirements 	<ul style="list-style-type: none"> • 100% Federal • Federal share of now-repealed Aid to Families with Dependent Children (AFDC)–linked child care programs <ul style="list-style-type: none"> – Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater • No match requirements 	<ul style="list-style-type: none"> • State and Federal matched at the Federal Medical Assistance Percentages Rate • Number of children under age 13 • Must expend maintenance of effort in order to receive 	<ul style="list-style-type: none"> • 100% state funds • Federal share of now-repealed AFDC-linked child care programs <ul style="list-style-type: none"> – Federal funds received in FY 1994, 1995, or an average received in FY 1992–1994, whichever is greater • Expend minimum amount of nonfederal funds



Use of CCDF Funds

- Child care services and related activities
- Assistance for certain families
- Minimum expenditure on direct services
- Limits on administrative costs





CCDF Data Reporting Requirements

ACF 118 CCDF State Plan

- Application by Lead Agency describing how CCDF will be administered in compliance with federal statute and regulations
- Triennially

ACF 696 Financial Report

- Reports estimates and expenditures for CCDF funds
- Quarterly

ACF 800 and 801 Aggregate and Case-Level Report

- 800: Unduplicated count of children and families served and participating providers
- 801: Case-level data on children and families served monthly

SDAP, ACF-403, 404, and ACF-405 Error Rate Reports

- Measure, calculate, and report improper payments and identify strategies for reducing future improper payments
- Three-year cycle

QPR Quality Progress Report

- Report to capture the state and territory progress on improving the quality of child care
- Annually, beginning in December, 2017



Key Error Rate Reporting Dates

Key Dates	Action To Be Taken
On or before October 31 of the calendar year before the ACF-404 report is due	Submit the <i>Sampling Decisions, Assurances, and Fieldwork Preparation Plan</i>
On or before December 31 of the calendar year before the ACF-404 report is due	Submit the <i>Record Review Worksheet</i> (ACF-403)
On or before June 30 of the reporting year 2	Submit the <i>State Improper Payments Report</i> (ACF-404)
Within 60 days of ACF-404 submission 2	If the State's error rate is above 10 percent, submit the <i>Corrective Action Plan</i> (ACF-405)



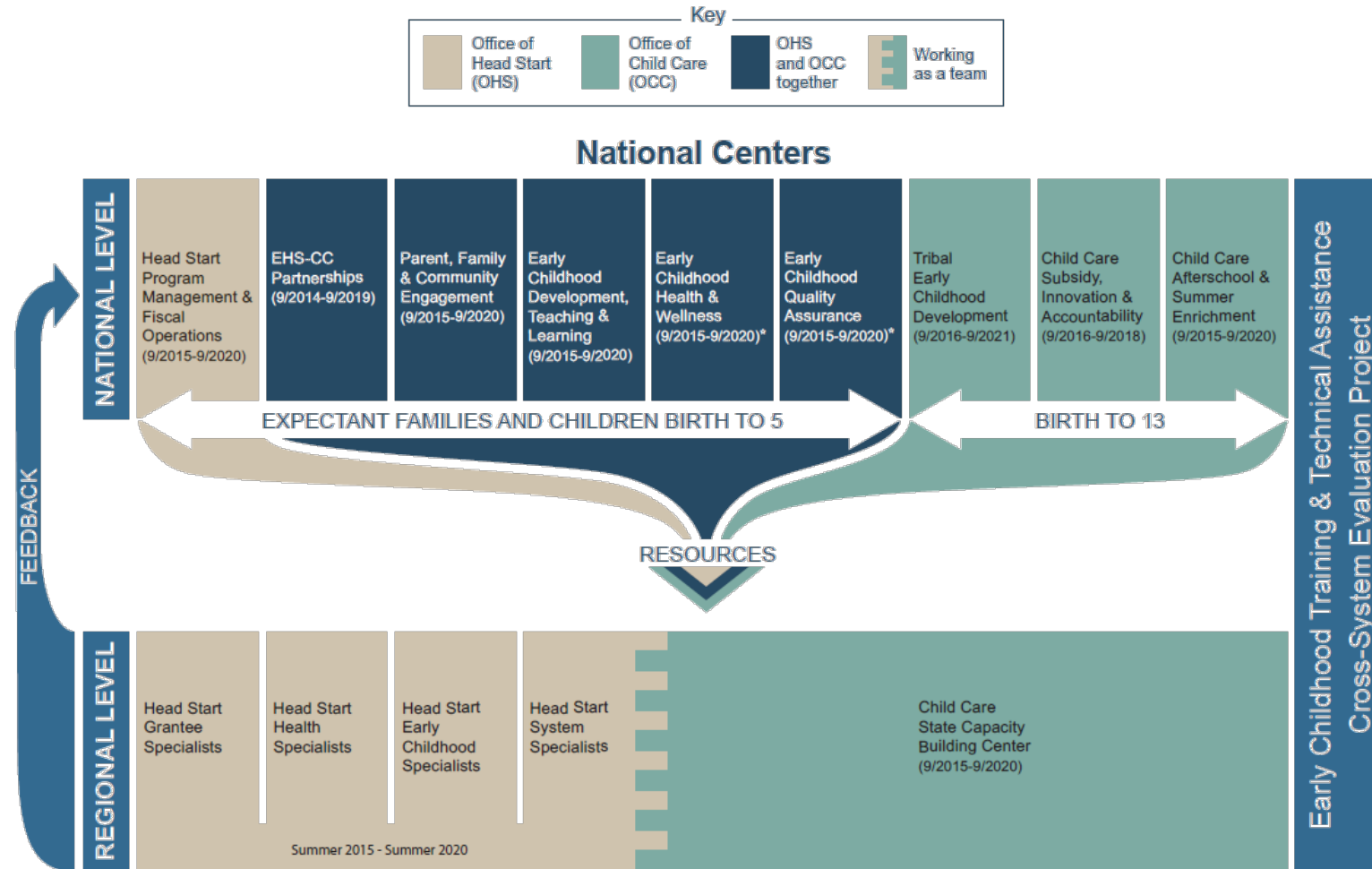
Strengthening Program Integrity

- CCDF Plan and annual reporting
- Improper payments error rate review process
- Self-assessment of internal controls
- Audits



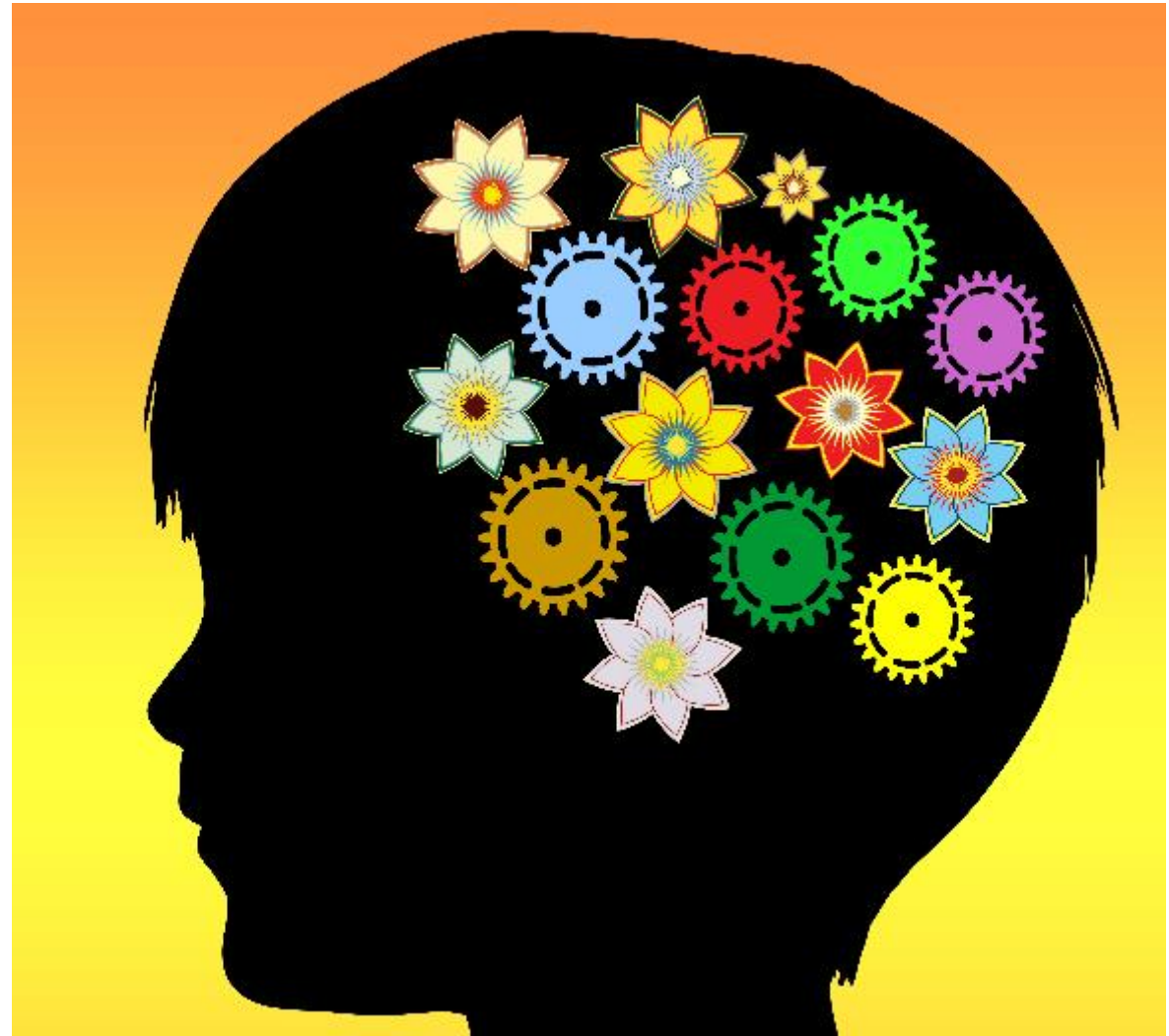


Administration for Children and Families Early Childhood Training & Technical Assistance System





Closing Thoughts. . . and Helpful Contacts





ADMINISTRATION FOR CHILDREN & FAMILIES



Thank You

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Email: CapacityBuildingCenter@ecetta.info

State Capacity Building Center

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